DOCUMENT RESUME

ED 140 206 CG 011 813

AUTHOR Birk, Janice M.
TITLE Providing Life/Career Planning for Women and Girls.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE [76]
NOTE 87p.; For Coordinator's Guide, See CG 011 812 ; Not available in hard copy due to marginal legibility of the original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Career Planning; *Equal Opportunities (Jobs); *Females; *Guidance Counseling; Guidance Personnel; Guides; Inservice Education; Learning Modules; Sex Role; *Sex Stereotypes; *Vocational Counseling; Workshops

ABSTRACT

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals. The focus of the module is on teaching participants to facilitate free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional. The module is designed for approximately 10 1/2 hours of workshop activities, including sections on Society's Influence on Sex Role Development, Sex Bias in Resource Materials, and Legal Assistance for Women's Rights. A variety of games, activities and information is included. The workshop is intended to be run by a coordinator, for whom a separate guide has been written. (Author/BP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140206

Providing Life/Career Planning for Women and Girls

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

by
Janice M. Birk

2

CG 011 813

National Consortium on
Competency-Based Staff Development

National Consortium Members

ANNE UPTON
California State Dept. of Education

JAMES MAHRT
Michigan State Dept. of Education

ROBERT SWAN
California State University, Long Beach

GARRY WALZ
University of Michigan

NIEL CAREY
Maryland State Dept. of Education

TOM MOCK
Missouri State Dept. of Education

NANCY SCHLOSSBERG
University of Maryland

NORM GYSBERS
University of Missouri

DAVE PRITCHARD, Project Monitor
U.S. Office of Education

C. BRIAN JONES, Responsible Investigator
American Institutes for Research

H. B. GELATT, Project Director
American Institutes for Research

PROVIDING LIFE/CAREER PLANNING FOR WOMEN AND GIRLS

Janice M. Birk

University of Maryland–College Park

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

The writer is grateful to Ms. Susan Rogers, a masters degree candidate in the Counseling and Personnol Services Department, University of Maryland — College Park, for her generous involvement and invaluable assistance in the preparation of this module.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

TABLE OF CONTENTS

	Page
Module Goal and Objectives	1
Module Outline	3
Society's Influence on Sex Role Development	5
Androgyny - An Explanation	7
Social Influences	9
Myths and Realities about Women and the World of Work	21
Sex Bias in Resource Materials	29
Vocational Interest Card Sort	39
Title IX: Legal Assistance for Women's Rights	49
Strategies for Intervention	55
References	61
Appendix A	63
Appendix B	67
Appendix C	69
Appendix D	71
Appendix E	73
Appendix F	75

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward personnel involved in women's life/career planning, including teachers, administrators, counselors, and paraprofessionals. The topic is "providing life/career planning for women and girls"; the focus of the module will be facilitating free choice of careers and behaviors based on a broad range of options, both traditional and nontraditional.

Module Objectives

When you have successfully completed this module you will be able to:

1. Give examples of society's influence on the shaping of differential roles and behaviors for women and men.
2. State how myths (lack of correct information) perpetuate limited options for women in the world of work.
3. Evaluate the sex-fair quality of career information, based on its content and illustrations.
4. Administer a vocational interest card sort.
5. List ways in which your community school system is not (or was not) in compliance with Title IX regarding women's rights, and be able to specify for each example of noncompliance measures to effect compliance.
6. Plan an intervention strategy that would facilitate girls' and women's ability to choose from the full spectrum of career and behavioral options.

MODULE OUTLINE

Approximate Time	Activity	Outcome
2 1/2 hours	Introduction The coordinator will explain the purpose and the format of the module. Administration of the Bem Sex Role Inventory. Reading a short section of text. Discussion session.	1
1 hour	Questionnaire Administration of the Career Quotient. Discussion session.	2
1/2 hour	Tape-Slide Presentation Viewing a 15 minute tape-slide presentation Discussion.	3
1 hour	Checklist for resource materials Presentation of career resource materials and guidelines for evaluating bias. Practice session.	3
2 1/2 hours	Vocational Card Sort Listening to introductory material on a cassette tape. Watch a demonstration of administering a vocational card sort. Practice session.	4
1 1/4 hours	Simulation Game Participation in a simulated public town meeting. Discussion.	5

Approximate Time	Activity	Outcome
1 1/2 hours	Program Development Development of a manageable and realistic intervention program on women's behalf.	6

Society's Influence on Sex Role Development

SOCIETY'S INFLUENCE ON SEX ROLE DEVELOPMENT

Before we begin the discussion on the development of sex roles, we would like you to complete the following rating scale. The scale measures the extent to which you think certain characteristics are true of you. We will then be able to use that information in the discussion that follows.

On the following page, you will be shown a large number of personality characteristics. We would like you to use those characteristics in order to describe yourself. That is, we would like you to indicate, on a scale from 1 to 7, how true these various characteristics are of you. Please do not leave any characteristics unmarked.

Example: Sly

Mark "1" if it is *NEVER OR ALMOST NEVER TRUE* that you are sly.

Mark "2" if it is *USUALLY NOT TRUE* that you are sly.

Mark "3" if it is *SOMETIMES BUT INFREQUENTLY TRUE* that you are sly.

Mark "4" if it is *OCCASIONALLY TRUE* that you are sly.

Mark "5" if it is *OFTEN TRUE* that you are sly.

Mark "6" if it is *USUALLY TRUE* that you are sly.

Mark "7" if it is *ALWAYS OR ALMOST ALWAYS TRUE* that you are sly.

DESCRIBE YOURSELF

1. 2. 3. 4. 5. 6. 7.

NEVER OR ALMOST NEVER TRUE | USUALLY NOT TRUE | SOMETIMES BUT INFREQUENTLY TRUE | OCCASIONALLY TRUE | OFTEN TRUE | USUALLY TRUE | ALWAYS OR ALMOST ALWAYS TRUE

Self reliant	
Yielding	
Helpful	
Defends own beliefs	
Cheerful	
Moody	
Independent	
Shy	
Conscientious	
Athletic	
Affectionate	
Theatrical	
Assertive	
Flatterable	
Happy	
Strong personality	
Loyal	
Unpredictable	
Forceful	
Feminine	
Reliable	

Analytical	
Sympathetic	
Jealous	
Has leadership abilities	
Sensitive to the needs of others	
Truthful	
Willing to take risks	
Understanding	
Secretive	
Makes decisions easily	
Compassionate	
Sincere	
Self-sufficient	
Eager to soothe hurt feelings	
Conceited	
Dominant	
Soft-spoken	
Likable	

Masculine	
Warm	
Solemn	
Willing to take a stand	
Tender	
Friendly	
Aggressive	
Gullible	
Inefficient	
Acts as a leader	
Childlike	
Adaptable	
Individualistic	
Does not use harsh language	
Unsystematic	
Competitive	
Loves children	
Tactful	
Ambitious	
Gentle	
Conventional	

Directions for Scoring

1. Starting with the first descriptor, "self reliant," and continuing to the last, "conventional," precede each descriptor with either a M (standing for masculine), a F (standing for feminine) or a N (standing for neuter). Continue in that fashion, that is, M, F, N, M, F, N...
2. For all adjectives that are masculine (that is, "self reliant" and every third adjective thereafter), add your rating, then divide by 20 to get the average masculine score.
3. For the feminine adjectives (that is, "yielding" and every third adjective thereafter), add your ratings, then divide by 20 to get the average feminine score.
4. Subtract the mean masculine score from the mean feminine score. The difference is your Androgyny score. Feminine Score - Masculine Score = Androgyny.
5. Minus scores are representative of masculine-typed persons and plus scores are representative of feminine-typed persons. Scores within the range of -.43 to +.43 are representative of androgynous types.

Androgyny - An Explanation

The rating scale you just completed and scored is the Bem Sex Role Inventory (Bem, 1974). It is a measure of the construct, Androgyny. By looking at ourselves in terms of how androgynous we are or not, we are able to see the extent that our behaviors and personality characteristics are, according to society's stereotypes, either "feminine" or "masculine."

What does it mean to be androgynous? If you are androgynous, then you are someone who has access to the full range of behavioral and emotional responses, and who freely can choose a response based on its appropriateness

to the situation. An individual who is masculine-typed, is mainly characterized by traits which society has labeled "masculine." Such a person would find it difficult to display a "feminine" trait, such as compassion, even when the situation would appropriately elicit compassion. Likewise, a person who is feminine-typed would find it difficult to demonstrate a "masculine" trait, such as assertiveness, even when the situation would appropriately elicit that response. The androgynous person, on the other hand, is not typed one way or the other. The androgynous person possesses a full range of potential qualities, both masculine and feminine. Such a person, then, can respond to a situation based on what is appropriate, and is not limited by one sex-typed set of characteristics or the other.

Society has not made it easy for individuals to develop a broad range of characteristics. On the contrary, if you are a woman you have been reinforced for developing the "feminine" characteristics, and if you are a man you have been reinforced throughout life for showing the "masculine" traits. The advantages of being androgynous are clear:

(1) If you are a woman, you are comfortable with your feminine identity; you possess such characteristics as tenderness, affection and nurturance, but you also possess and are able to demonstrate assertiveness, dominance and other "masculine" traits when the situation calls for them.

(2) If you are a man, you are comfortable with being a man; you possess the characteristics that are socially reinforcing for men, such as leadership, competitiveness, and independence, but you are also comfortable with showing warmth, dependence and other "feminine" traits when the situation calls for them.

In relationship to careers, the individual who possesses a broad range of personality characteristics is most likely to consider a wide array of

careers when faced with career decision-making. Since the androgynous person isn't restricted to behaviors and roles traditional for his or her sex, career decisions would most likely be made on the basis of interest, skills, values, and potential rather than on stereotypic expectations. (See Bem, 1975 for a more complete discussion of the concept of Androgyny.)

Social Influences

It is not surprising that men develop certain traits that are not characteristic of women, and vice versa. From infancy males and females are treated differently, they are rewarded for different behaviors, and they are encouraged to do different things. For example, female infants tend to be cuddled while male infants are more likely to be gently rough-housed; young girls are praised for being helpful and taking care of things while young boys are rewarded for taking charge of things, being tough (not crying), and so on; young women are encouraged to go into helping services, such as teaching or nursing, while young men are encouraged to go into the sciences or outdoor jobs, such as forestry and construction work.

The patterns are strongly entrenched. The ways in which sex role stereotypes are developed are pervasive. If anyone would deliberately behave in a way that was counter to social traditions, there would be multiple instances when that individual would "bump noses" with tradition. More and more often, however, the question is being raised: would men and women profit from a broader range of options in terms of personality traits, behaviors and careers? In order to increase those options, some changes would have to be made early in the socialization process. What would that be like? Lois Gould has some notions about that, and shares her fantasy in the following story. Read the fable, and then we'll discuss some of the implications.

"X: A Fabulous Child's Story," L. Gould (1973) - abridged from the original

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X, at first. You see, it was all part of a very important scientific Xperiment known as Project Baby X.

Long before Baby X was born the scientists had to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to raise Baby X. Thousands of volunteers had to take tests and answer tricky questions, but almost everybody failed because almost everybody really wanted either a baby boy or a baby girl and not a Baby X. Almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl.

But finally, the scientists found the Joneses who really wanted to raise an X more than any other kind of baby -- no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though, so the first (thing) they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X," nobody knew what to say. They couldn't say, "Look at her cute little dimples," or "Look at his husky little biceps." In fact, they all thought the Joneses were playing some kind of rude joke.

But the Joneses were not joking. "It's an X" was absolutely all they would say, and that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it," some whispered. "There is something wrong with it" others whispered back.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly. Mr. and Ms. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

In the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether." Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. They bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Papa." And a girl doll that talked in three languages and said, "I am the Pres-i-dent of Gen-er-al Mo-tors." They also bought a story book about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses, "Never make Baby X feel embarrassed or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks." Likewise, "If X falls down and cries, never say 'Brave little Xes don't cry.' Because, of course, nice little Xes do get dirty, and brave little Xes do cry. No matter how dirty X gets, or how hard it cries, don't worry. It's all part of the Xperiment."

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger too. Once a little girl grabbed X's shovel in the

sandbox and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls mustn't hit little --" and she turned to ask X, "Are you a little boy or a little girl, dear?" X smiled politely, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied. X's father, who had been sitting nearby and holding his breath during this exchange, finally let it out, and grinned back at X. And at their next Project Baby X meeting, the scientists grinned too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of books for boys. There would even be a bathroom marked Boys and another one marked Girls. Pretty soon boys and girls would hardly talk to each other. What would happen to X?

The Joneses attended special urgent meetings with the scientists. The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the other children asked whether X was a boy or a girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red and white checked overalls, and sharpened six pencils for X's new pencil-box, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

Some of the children tried to find out if X was a boy or girl by asking X tricky questions, like "Who"s your favorite sports star?" That was easy. X had two favorite sports stars, a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was.

One day there was a seven-letter-word spelling bee in class. And a seven-lap boys' relay race in the gym. And a seven-layer-cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the Other Children noticed something else, too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the Other Children, "maybe X is having twice as much fun as we are!"

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly insisted on wearing red-and-white checked overalls -- just like X's. Overalls, she told her parents, were much better for climbing monkey bars.

The twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope, and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three babysitting jobs. Peggy started running the lawn mower, and Joe started running the vacuum cleaner.

Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed.

Joe and Peggy's parents decided to call an emergency meeting of the school's Parents' Association, to discuss "The X Problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action.

The Parents' Association insisted that X is a Problem Child. X is the Biggest Problem Child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to their Instruction Manual. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up--or whether everyone else is."

Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the Parents' Committee missed it completely.

Through it all, you could hear the psychiatrist's low voice, asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the Parents' Committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying!

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper, "In my opinion," he whispered--you could tell he must be very upset--"in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Young X," said the doctor frowning, "is just about--"

"Just about what? Let's have it!" shouted another parent.

". . .Just about the least mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling too. Clapping and cheering and jumping up and down.

The Parents' Committee was angry and bewildered. Wasn't X mixed up at all? Wasn't X any kind of a misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem! X isn't one bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the Other Children. The Parents' Association wasn't, but they had promised to accept the psychiatrist's report and not make any more trouble.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the Other Children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big mischievous grin. "It's a Y!"

Discussion of the Socialization Process

You have read the story of X, which is a fantasy of raising a child without adhering to any sex role stereotypes.[1] The fantasy points out some of the difficulties in countering societal expectations, and it also hints at some possible benefits to be gleaned from such an approach. In order to arrive at a fuller understanding of the fable's implications, we will take a few minutes to discuss the story of X.

The group should divide into subgroups of approximately five persons. The task is to share with the others in your subgroup your response to the following stimulus questions:

(1) Assume your neighbors were raising a Baby X. What do you think would be your reaction to X (a) playing with your child, or (b) being in your child's classroom?

(2) If you were asked to raise a Baby X, what would be the hardest things for you to do or cope with?

(3) What are your predictions about Baby X's happiness and adjustment as an adult?

---

[1]The record album, Marlo Thomas and Friends (Bell Records 1110), contains a dialogue between two infants who don't know if they're boys or girls. The humorous conversation highlights some of the sex role stereotypes that society imposes on children. A helpful complement to the record is the book Free to Be You and Me by Marlo Thomas (New York: McGraw-Hill, 1974).

Assessment of Outcome for Objective 1:

Think of four incidents you witnessed, or someone told you about, that reinforced stereotypic traditional behaviors for women or young girls. Briefly describe each incident; indicate the traditional behavior that was expected; and indicate the traditional attitude about females that thereby was reinforced. For example:

> In a restaurant recently the waiter handed me (a woman) a menu without prices, and handed my male companion a menu with prices. It was expected that the man would pay for both dinners. This reinforced the notion that women are dependent on men and are to be taken care of by men.

Myths and Realities about Women and the World of Work

MYTHS AND REALITIES ABOUT WOMEN AND THE WORLD OF WORK

In the previous section the Bem Sex Role Inventory provided an index of how stereotypic our characteristics and behaviors are. Considering the pervasiveness and power of society's influence on social development (ala the story of X), it is not surprising that most adults have definite notions of what it means to "act like a man" and to "act like a lady." A rigid adherence to stereotypic behaviors, however, will limit ways a person can respond to any given situation. For example, a woman could respond to situations only in keeping with society's expectations of how a woman should act. One can speculate too that stereotypic persons value traditional roles for others as well as for themselves. If so, then as potential helpers they might present only limited options to women (and to men) of what they can consider job-wise, how they can act, and the like.

One of the potential strongholds of bias, then, is ourselves, the helpers. A second potential stronghold of bias is the clients or helpees. They too have been affected by societal pressures to think limitedly of what they can do or how they can behave. Their limited expectations may be based partially on myths. In relationship to careers, myths gradually develop which, if not corrected, can work against someone exploring the full range of job possibilities. Unfortunately, some persons never consider certain types of careers or do not make an effort to advance themselves because of inaccurate notions or impressions. To offset possible bias of the helpee, it is important that the helper have accurate information related to the job or the work situation.

Following is an instrument to measure your Career Quotient (CQ). Check the appropriate column to indicate whether you think the statement is generally true or generally false.

Career Quotient

Generally True	Generally False		
_____	_____	1.	Since 1960 increased numbers of women have entered employment, thus the proportion of women in the labor force has increased.
_____	_____	2.	Most women don't need to work (if they are employed it's only for pin money").
_____	_____	3.	Teaching has been, and continues to be, a good occupation for women to enter.
_____	_____	4.	Predictions are that future workers will be better educated than workers in today's labor force.
_____	_____	5.	It is risky to hire and train a woman, because most women are employed only a short time of their lives.
_____	_____	6.	A majority of women who work do so out of economic need.
_____	_____	7.	Data show that a college education is as financially advantageous to women as it is to men.
_____	_____	8.	It's risky to hire a married woman, because she's not likely to remain on the job long.
_____	_____	9.	It is estimated that 80% of America's working people are not working to their full capacity.
_____	_____	10.	Most people prefer not to have a woman supervisor.
_____	_____	11.	A graduate with a "B" average and work experience is more employable than an "A" student without work experience.
_____	_____	12.	Many jobs are more appropriate for women rather than for men, and vice versa.
_____	_____	13.	Studies show that the employment of mothers leads to juvenile delinquency.

(Correct answers for the CQ are on the following page.)

Correct Answers for the CQ[1]

1. True

2. False. A majority of women work out of economic need. About 3/5 of all women workers are single, widowed, divorced, separated, or have husbands whose earnings are less than $7000 a year.

3. False. During the 1950's and 1960's when school enrollments were rising rapidly, large numbers of college graduates entered teaching. Through the mid-1980's, however, school enrollments are expected to level off while new college graduates are increasing; therefore, the proportion of new college graduates who will be able to obtain teaching jobs will decline.

4. True

5. False. Nine out of 10 young women will spend 25 or more years working. The more education a woman has, the more likely she is to work.

6. True

7. False. After four years of college education women earn only 57.1% as much as men with the same education.

8. False. One-third of all mothers are employed. Also, since the average woman has her last child by age 26, she can anticipate 35 years in the labor market if she re-enters.

9. True

10. False. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women manager, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

    In another survey in which 41% of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50% rated them adequate; 42% rated them the same as their predecessors; and 8% rated them better than their predecessors.

11. True

12. False. Jobs, with extremely rare exceptions, are sexless. Women are found in all of the 479 occupations listed in the national census. Tradition rather than job content has lead to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

13. False. On the contrary, research indicates that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

---

[1]Items for the Career Quotient were adapted from Birn & Tanney (1972), Bolles (1972), and Figler (1975).

It is important that myths about the work world are removed, so that we can be as helpful as possible when working with others to assess their personal interests and values, to set goals, and to help them implement strategies for career planning. Most people are subject to some myths about the world of work in general, and about women in the world of work in particular. Your myths will be an influence and will play a part when you attempt to help someone (for example, your children, or students, or clients) generate career options. Because of inaccurate information you could be instrumental in closing off some options. Check your answers on page 23 with the realities on page 24.

Discussion of Career Quotient

Once again divide into subgroups of approximately five persons. Share with others in your group your answers to the following questions. You will find it helpful to have checked your answers to the CQ with the realities on page 24 before starting the discussion.

(1) By completing the Career Quotient, what myths did you discover that you hold about women and the world of work?

(2) When you think about your present role, and the way in which you may influence someone else's career planning, how can your myths influence what they consider as choices and viable options?

(3) What myth or myths did you believe when making your decision about a career? Did you eliminate some options because you didn't have the accurate information, or didn't know the reality of the situation?

Assessment of Outcome for Objective 2:

Choose one myth related to women and the world of work, and briefly explain why it is a myth. Describe how that myth influenced your career development (if you are a woman), or the career development of a woman who is significant to you, such as a close friend or mother or grandmother.[1] For example:

> It is a myth that if mothers are working and away from their children, then deliquency, emotional problems and the like will probably result with the children. Such problems, however, generally are caused by the poor quality of life within the family as a whole, rather than by the mother's absence per se. It may be, for example, that the relationship of both parents with the children is poor, and thus related to the children's acting out. Because of the myth, however, my mother worked only parttime, and always chose jobs that allowed her to be home by the time school was dismissed. She never built a career for herself because of feeling the responsibility to be home by 3 in the afternoon and to be home in the evenings. Also because of her parttime work, she was never enrolled in a retirement plan. She's a widow now, and when she retires she won't have pension benefits to assist her financially -- only social security and her limited savings.

---

[1] Myths have affected the development of men's career development as well. Since the focus of this module, however, is on helping women and girls, only examples in women's lives will be used for this activity.

Sex Bias in Resource Materials

SEX BIAS IN RESOURCE MATERIALS

We have begun to identify, thus far, some of the ways in which bias and stereotypes can influence the personality characteristics, the behaviors, and the career choices of women (as well as people in general). The influence of bias can be identified in several areas: (a) as helpers we have biased attitudes that may influence and limit our clients' behaviors, roles, lifestyles, and the like; (b) the clients and students with whom we work also have myths, biases and stereotypes that restrict them to narrow expectations about themselves; (c) also, many of the materials (books, films, the media) which clients use to gather information and evaluate their goals contain stereotypic notions about careers and behaviors. It is important for us to recognize the bias inherent in resource materials, so that we are able to indicate the bias to our clients, and offset traditional, narrowing expectations with broader goals and ideals.

The tape-slide show which you are about to see highlights the racial and sex role stereotyping apparent in the illustrations of career information (Birk, Cooper & Tanney, 1973; 1975). When exploring careers it is common for individuals to seek information from several popular sources of information: the *Occupational Outlook Handbook*, the *Encyclopedia of Careers*, and assorted pamphlets and brochures. Based on an examination of the illustrations in these materials, it is clear that women and members of ethnic minority groups are presented with a view of the work world that reinforces stereotypic choices.

Tape-Slide Show: "Is What You See All You Can Be?"

Sex-Fair Materials

The tape-slide show which you just viewed presented many examples of stereotyping within illustrations. But what about the actual content? Does the text of the materials also convey traditional notions about what a woman can or can't do? If so, then we need to replace that material with sex-fair matter so that girls and women can truly make a choice when considering lifestyles, careers, roles and the likes.

It is important to clarify, however, that sex-fair counseling does not mean that girls and women eventually settle only on nontraditional choices for themselves. The idea is that they are presented with the full range of options, and then, on the basis of their interests, values and abilities, they freely choose what they want--traditional or nontraditional. They are not forced into one choice or the other morely because they are of a particular sex. When her sex is the main determiner of her choice or set of choices, then a woman is being unfairly limited. Relatedly, boys and men are limited also by sex role stereotyping. As narrated in the tape-slide show, sexism is a two-edged sword that affects both women and men.

Discussion of Tape-Slide Show

(1) Reflect a few minutes on the resource materials you use in your setting. Does it seem that they contain stereotypic messages?

(2) Do the materials seem to contain subtle messages to women about what they should or should not do *just because* they are women?

(3) Can you think of any specific examples?

Assessment of Sex-Fair Materials

Once we are aware that materials *may* be biased and *may* reinforce stereotypes, the next step is to be able to recognize the bias and be able to dis-

criminate between sex-fair and sex-biased resources.

Following is a checklist that can serve as a guide in evaluating career materials. In a few instances an item on the checklist may not apply to the material that is being reviewed. In such cases, instead of placing a check (✓) in the "yes" or "no" column, write in N.A. (not applicable).

CHECKLIST FOR SEX-FAIR CAREER DEVELOPMENT[1]

		YES	NO
1.	Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___
2.	Do the illustrations show women as helpers predominantly, and/or men as the leaders or authority?	___	___
3.	Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	___	___
4.	Do the illustrations tend to show women as smiling and pleasant, in contrast to men who are shown as serious and thoughtful?	___	___
5.	In careers traditionally considered as "masculine," is the female figure shown less frequently than the male figure?	___	___
6.	Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?	___	___
7.	Are women encouraged to consider traditional female jobs and/or men encouraged to consider traditional male jobs?	___	___
8.	Are sex-based occupational titles used; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal worker?"	___	___
9.	Is there evidence of tokenism?--for example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___
10.	If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it is the woman's basic responsibility to raise and care for a family, and it is the man's basic responsibility to economically provide for wife and children?	___	___
11.	Are there references to appearance, physical qualities or sex-based personality traits as being significant factors related to job success?	___	___

---

[1]Items 6 through 11 are adapted from Women on Words and Images, Help Wanted: Sexism in Career Education Materials. New York: Educational Products Information Exchange, 1975.

	YES	NO
12. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons," and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___
13. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___

Using the Checklist, examine and rate the occupational brochure in Appendix A. After you have rated and scored the brochure we will briefly discuss the ratings.

Discussion of Brochure Evaluation

1. Did the Checklist make you aware of sexism in the pamphlet that you otherwise would have overlooked?
2. Were there any sexist characteristics about the brochure that were not covered by the Checklist?
3. What are some concrete ways of revising this brochure so that it would be completely non-biased?

Guide for Numerical Analysis of Sex Role Stereotyping in Currently Used Classroom Materials

In your own work setting there are numerous materials that you use as resource materials. Were you to assess the extent to which they are based on sex role stereotyping, the findings would likely be somewhat discouraging. In a rather comprehensive examination of materials used specifically for career education, a New Jersey group of feminists, Women on Words and Images (1975), certainly found their results to be alarming. From 600 sets of commercially marketed career education materials, they randomly selected 84 sets; 28 sets were at the elementary school level and 56 sets were at the secondary and post-secondary levels. A summary of the materials' focus, that is, on males or females, is presented below:

Level of Materials	Total Number of Occupations	Focus on Males	Focus on Females	Focus on Both Sexes
Elementary	1,160	741(64%)	322(29%)	87(7%)
Secondary	1,121	730(65%)	322(29%)	69(6%)

In the same publication, Help Wanted: Sexism in Career Education Materials, that reported the study cited above, Women on Words and Images suggest the following chart as a helpful means of assessing the career educational materials used by individuals in their work setting:

	Males	Females	Both	Total Frequency
Occupations offered to				
Illustrations of				
Authority figures or decision-makers				
Narrators on recorded materials				
Traditional roles depicted for				
Nontraditional roles depicted for				

Assessment of Outcome for Objective 3:

Using the "Checklist for Sex Fair Career Information," rate and score the brochures in Appendix B and Appendix C.

Vocational Interest Card Sort

VOCATIONAL INTEREST CARD SORT

In the previous section career information materials were examined in light of the possible bias existent in their illustrations and written content. Since resource materials, such as the *Occupational Outlook Handbook* and assorted brochures and pamphlets, commonly are used in the career exploration process, it is important for the helper to be able to recognize in those materials, and thus offset, the message based on sex role stereotypes which limit career options.

Another popular resource used in vocational counseling or career exploration is the interest inventory. Among the most popular interest inventories are the Strong-Campbell Interest Inventory, the Kuder Personal Preference Inventory, the Self-Directed Search, and the Vocational Preference Inventory. Serious questions have been raised about the possible bias of such interest measurements. Recently, the National Institute of Education (NIE) sponsored a conference to investigate issues of sex bias and sex fairness in interest measurement. An outgrowth of the NIE project was increased awareness of the subtle, as well as the blatant, ways in which interest inventories can limit rather than expand the career options of men and women (see Diamond, 1975).

Typically, vocational counseling includes the assessment of abilities, values, and interests. It is important to examine all three areas as part of the career decision-making process. If interest inventories may have sex-bias characteristics and may limit career options of clients, you may ask, what am I to do in order to explore interests? The NIE Guidelines were written to help abolish the negative effects of interest measurement and to suggest changes that would increase the inventories' effectiveness in

broadening the range of career options for women and men. Relatedly, several individuals have promoted the use of a vocational card sort to explore interests. Dr. Cindy Rice Dewey (1974), University of Florida, was one of the people who found the card sort to be an effective way of assessing interests and career options in a nonsexist way.

In a few minutes we will listen to Dr. Cooper of Northern Virginia Community College discuss various aspects of using the vocational interest card sort. Before listening to the cassette, however, it may be helpful to describe what is meant by a vocational interest card sort and to demonstrate its use.

The cards in the deck contain the title of an occupation and a one sentence description of that occupation. In the top right hand corner of each card there's a three-letter code. The code is based on a categorization system developed by Dr. John Holland of Johns Hopkins University. His research has shown that people can be described in a general way by relating them to six overall occupational, interest themes: realistic, investigative, artistic, social, enterprising, and conventional.

> "Realistic occupations (R) include skilled trades, technical and some service occupations.
>
> Investigative occupations (I) include scientific and some technical occupations.
>
> Artistic occupations (A) include artistic, musical, and literary occupations.
>
> Social occupations (S) include educational and social welfare occupations.
>
> Enterprising occupations (E) include managerial and sales occupations.
>
> Conventional occupations (C) include office and clerical occupations (Holland, 1974)."

What are the people like in each of the six groups? Descriptions are printed on the back of the Strong-Campbell Interest Inventory. A copy of these descriptions is provided in Appendix D.

Demonstration of the Vocational Interest Card Sort (VICS)

To familiarize you with the procedures for administering the card sort, it will be demonstrated for you.

Cassette: Dr. Jacqueline Cooper

One of the persons who found the Vocational Interest Card Sort useful is Dr. Jackie Cooper. She is aware of many of the practical reasons for using the card sort, such as, saving time and money, its effect on leading the client to other sources of information, and the like. A recent journal article summarizes some of her research with the VICS (Cooper, 1976).

Take a few minutes to listen to Dr. Cooper's comments about the card sort.

Practice Session for Administration of the Vocational Card Sort

So that you will be able to administer and use the card sort, we are going to practice its administration in groups of three. One person in the triad will be the counselor; one will be the client; and the third person will be an observer. Whoever has the role of counselor will administer the card sort, observing the procedures that are outlined on the following pages. After administration of the VICS by the first person in the counselor role, alternate roles so that a different person is the counselor, the client, and the observer. Repeat a practice administration a third time, so that in the end each person will have assumed each of the three roles.

Directions for Administering the Vocational Card Sort

(1) Position the three blue cards side by side, in fron of the client. These cards are labeled: WOULD NOT CHOOSE; IN QUESTION; MIGHT CHOOSE.

(2) Hand the 3 x 5 cards, each with a vocational option printed on the front, to the client.

(3) Instruct the client: "Sort the 3 x 5 cards by placing each one on top of its appropriate blue card. In the WOULD NOT CHOOSE pile, place the occupations that do not seem appropriate for a person like you. The cards you place in the IN QUESTION stack are those occupations about which you are indifferent, uncertain, or in question. In the MIGHT CHOOSE stack, place the occupations that you might actually choose. Do not limit yourself, for example, because of sex or age or finances, or the like. As you sort the cards, skim the summary of the primary job duties and responsibilities of each occupation to make sure that you have an accurate perception of each occupation."

(4) After the client has distributed the cards among the three stacks, set aside all materials except the WOULD NOT CHOOSE stack.

(5) Say to the client: "Spread out all the cards in this WOULD NOT CHOOSE pile in front of you so that you can easily see each card. You have identified these as occupations that you would not choose. Now group these cards according to those with the same or similar reasons for your not choosing them (e.g. involves working with people; involves selling).

(6) After the client has re-sorted the cards according to reasons for originally placing them in the WOULD NOT CHOOSE pile, ask the client to go through each of the subgroups and to indicate the reason for not choosing each subgroup of occupations. Write the reason below;

also list the names of the occupations included in each subgroup:

Subgroup #1 _____

_____

_____

Subgroup #2 _____

_____

_____

Subgroup #3 _____

_____

_____

(Continue according to the number of subgroups)

As the client states the reasons for not choosing the occupations in each subgroup, the counselor may re-word negative comments about a group of occupations into a positive occupational value, that is, what the client wants from a career or occupation. For example,

Client: I would not like to do a job that is just a small part of someone else's job.

Counselor: You'd really like to be involved in the kind of work where you could do something that you feel is important.

(7) After the client has given you the reasons attached to each subgroup, place all materials aside except the cards in the stack, MIGHT CHOOSE.

(8) Say to the client: "Now I would like you to separate these cards similarly to what you just did with the other stack. That is, spread out all the cards in this MIGHT CHOOSE pile so that each card can be seen easily. You have identified these as occupations that you might choose. Now group these cards according to those with the same or

similar reasons for your considering that you might choose them."

(9) After the client has re-sorted the cards according to reasons for originally placing them in the MIGHT CHOOSE stack, ask the client to go through each of the subgroups, and indicate the reason for considering s/he might choose each subgroup of occupations. Write the reasons below; also list the names of the occupations included in each subgroup:

Subgroup #1 _____

_____

_____

Subgroup #2 _____

_____

_____

Subgroup #3 _____

_____

_____

(Continue according to the number of subgroups)

(10) After you have written the reasons attached to each subgroup, say to the client: "From the occupations in this MIGHT CHOOSE pile, please select and rank order the ten occupations that you most prefer. Take into account all relevant factors, such as interests, abilities, training, and the like, when ranking the occupations."

(11) After the client has arranged in rank order the ten most preferred occupations from the MIGHT CHOOSE pile, list them below:

Number 1 _____ Number 6 _____

Number 2 _____ Number 7 _____

Number 3 _____ Number 8 _____

Number 4 _____ Number 9 _____

Number 5 _____ Number 10 _____

46

(12) Ask the client if s/he has any comments about or reactions to the procedure, and whether s/he feels that any occupational areas of interest were omitted from the cards. If the client mentions other occupations, ask about their relation to the vocations s/he placed in the hierarchy.

(13) Next, show the client the comments s/he made about the occupations in the MIGHT CHOOSE pile, and inquire

(a) whether the sheet accurately summarizes what s/he said;

(b) whether there is anything the client wishes to add or change;

(c) whether these statements constitute the client's major ways of evaluating an occupation.

(14) To generate additional occupational options, the Holland summary code of the ten most preferred occupations may be examined for occupational theme patterns. For example, are there several occupations that belong to the same occupational theme group? By looking up the summary code of the occupational theme groups in the *Occupations Finder* (Appendix E), alternate and related occupations may be suggested to the helpee.[1]

(15) Summarize the client's comments and your observations. On the basis of these data, recommend specific steps that the client can follow (e.g., visit a Career Development Center for additional information about the 10 most preferred occupations; seek work experience in a given area; talk to successful same sex models in careers listed as the client's most preferred occupations).

---

[1]The Occupations Finder provided in Appendix E is only a segment of the booklet. The entire eight page booklet may be ordered from Consulting Psychologists Press, 577 College Avenue, Palo Alto, California, 94306. The approximate cost is 50 cents per copy.

Assessment of Outcome for Objective 4:

Each person in the triad will play the role of counselor, and will administer the card sort to one of the other group members. The third person will use the 15-step procedures (on pp. 42 to 45) to check for accuracy in the administration.

Title IX: Legal Assistance for Women's Rights

TITLE IX: LEGAL ASSISTANCE FOR WOMEN'S RIGHTS

In addition to efforts to increase their awareness of sexism and to develop skills that counter sexism, persons who provide life/career planning for women and girls now can rely on important legal resources. In summer, 1975 Title IX (part of the Education Amendments of 1972) was signed into law. The new rules, approved by President Ford, essentially demand equal treatment for women and men in gym classes, faculty hiring, vocational training, financial aid, athletics, and many other activities.

Compulsory segregation on the basis of sex is banned in nearly all classes and extra-curricular activities (included among the exceptions are Boy and Girl Scout programs, sex-education classes, and physical-education classes featuring contact sports). If pregnant, a young woman can't be barred from classes. Sexual discrimination is illegal in scholarship aid and admissions at the nearly 3,000 federally aided colleges and universities. In sports, the regulations demand equal opportunity for women. In noncontact sports, such as tennis and baseball, schools are required to allow girls to try out for the boys' team if there isn't enough interest in an all-girl team. In contact sports, colleges and schools need not let girls try out for men's teams, but somehow must provide equal opportunity to play.

Schools have one year to comply with the athletic provisions, and colleges have three years. Many persons think this delay is inexcusable and unnecessary. Others think that Title IX will cause the ruin of many successful and lucrative sports programs; they would prefer that Title IX never be enforced.

Title IX states: "No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..." Clearly this law provides strong support for women to share

with men the rights and privileges that, until now, were denied them -- merely because they were women. The implications for athletics and for admissions to certain professional schools, such as medical and dental schools, are exciting and hopeful. There are, of course, weaknesses in the wording of the law; therefore, there will be weakness in the implementation of the law. It becomes. then, very important for us to be knowledgeable of Title IX so that we can be vigilant in observing that where women's rights *should* be protected by the law, they will, in fact, *be* protected.

In Appendix F there is a summary version of the Title IX regulations. Using that abbreviated version of the regulations as a guide, we will become experts on the provisions and implications of Title IX. We will do that by simulating a public town meeting in which a panel of "experts" on Title IX and the townspeople are questioning, clarifying, and discussing the new law -- particularly in regard to the schools within their community.

Simulation: Town Council Meeting

First of all, identify three or four persons who will be the panel of HEW experts from Washington, D.C. who have been invited to the town meeting in order to answer all questions, clear up ambiguities, and in general, inform the public about Title IX.

Next, identify the characters who will be representative of the townspeople. Each participant will play the role of someone who has a personal interest in Title IX; for example, a male high school coach, young mother who's afraid that her daughter will be forced to participate in athletics and lose her femininity, a senior citizen, an elementary school principal, a home economics

teacher, a feminist-type mother, and so on. Identify several different "characters" that you would like to see present at this particular town meeting.

After everyone has read Appendix F, the stipulations of Title IX, the "HEW experts" will sit together before the assembly of "townspeople." The experts may keep the Title IX regulations before them, and should feel free to refer to them at any time. Like any expert, our HEW experts need not know the correct answer to every questions immediately, but rather they know where to find the correct answer, and can provide it quickly.

The townspeople may then question and ask for clarifications from the HEW representatives about the new legislation, the implications of Title IX in their community's schools, its athletics program, and so on. Try to ask the questions and bring up the issues that you think would probably be asked by the person you're role playing.

Discussion of Simulation

(1) How did the simulation clarify for you the meaning and implications of Title IX?

(2) Identify at least one way in which enforcement of Title IX will affect a school with which you're familiar.

(3) Are there any aspects of Title IX which are still unclear to you?

Assessment of Outcome for Objective 5:

List two ways in which your community's school(s) is not (or was not) in compliance with Title IX regarding women's rights. For each incident of noncompliance specify a recommendation to effect compliance. For example:

> An unmarried woman interviewing for a position on our faculty was offered a salary lower than that offered to a married male applicant with comparable qualifications and experience. To comply with Title IX the same salary must be offered to all prospective faculty with comparable qualifications, regardless of marital status or sex.

Strategies for Intervention

STRATEGIES FOR INTERVENTION

The most effective use of the awareness and skills we have developed from this workshop is to transform them into specific and manageable programs of action. That is our task now. You will work as a team first, and then individually plan a concrete program of intervention on women's behalf that you can implement in your work setting. By working first within a team, you will be able to use one another to (a) identify areas or situations which are negative or inhibitory for women in any way, (b) generate ideas of how to effectively intervene, (c) make one another aware of the subtle influences that might undermine your goal, and (d) assist one another to recognize the strengths or assets present in your situation that will facilitate your goal.

Following is a simple, step-by-step procedure for developing a planned intervention. For the initial team work, arrange yourselves in groups of three or four according to type of job setting; for example, elementary school, community agency, community college. Once your team is assembled, identify a problem you can all relate to which jeopardizes women's opportunities and rights. Go through the outline below and explore with one another how the outline generally applies to the problem you and your team members have in common. Be as helpful to one another as possible in identifying areas needing intervention, specifying manageable goals, identifying helps and hindrances toward achieving that goal, and so on.

As a group formulate an action plan to counter the problem by going through the "Steps toward Effective Program Development."

STEPS TOWARD EFFECTIVE PROGRAM DEVELOPMENT[1]

1. Your "images of potentiality" -- where is your organization now? Where would you like it to be next year at this time?

2. Brainstorm about your goal and different ways to approach it.

3. Specify one aspect of your goal that you want to work on.

4. Analyze the forces which might help and those which might hinder the implementation of your goal:

Helping Forces	Hindrances

[1]For a complete discussion of these steps see Fox R., Lippitt R., & Schinkler-Rainman, E.

5. Brainstorm ways to capitalize on the helping forces and to minimize the hindrances.

6. Identify indicators of success (i.e., how will you know if your goal has been reached? What are your criteria to judge your plan's effectiveness?)

57

Assessment of Outcome for Objective 6:

Based on the outline for program development that you used within the team framework, design a plan of action on women's behalf that *you* can implement in *your* specific job setting. Follow the outline carefully. Supply adequate information for each point. Make your plan realistic and make it manageable.

References

Bem, S.L. The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 1974, 42, 155-162.

Bem, S.L. Beyond androgyny: Some presumptuous prescriptions for a liberated sexual identity. Keynote address for APA-NIMH Invited Conference on the Research Needs of Women, May, 1975.

Birk, J.M., Cooper, J., & Tanney, M.F. Racial and sex role stereotyping in career information illustrations. Paper presented at the American Psychological Association, Montreal, 1973.

Birk, J.M., Cooper, J., & Tanney, M.F. Stereotyping in Occupational Outlook Handbook illustrations: A follow-up study. Paper presented at the American Psychological Association, Chicago, 1975.

Birk, J.M. & Tanney, M.F. Career exploration for high school women: A model. Paper presented at the National Education Conference on Sex Role Stereotyping, Warrenburg, Va., 1972.

Bolles, R.N. What color is your parachute? A practical manual for job-hunters and career changers. Berkeley: Ten Speed Press, 1972.

Cooper, J. Comparative impact of the SCII and the vocational card sort on career salience and career exploration of women. Journal of Counseling Psychology, 1976, 23, 348-352.

Dewey, C.R. Exploring interests: A non-sexist method. The Personnel and Guidance Journal, 1974, 52, 311-315.

Diamond, E.E. (Ed.) Issues of sex bias and sex fairness in career interest measurement. Washington, D.C.: Department of Health, Education and Welfare, National Institute of Education, 1975.

Figler, H.E. A career workbook for liberal arts students. Cranston, R.I.: Carroll Press, 1975.

Fox, R., Lippitt, R., & Schinkler-Rainman, E. Toward a humane society: Images of potentiality. Fairfax, Va.: NTL Learning Resources Corp., Inc., 1973.

Gould, Lois. "X: A Fabulous Child's Story", in (eds.) Freda Rebelsky and Lynn Dorman Child Development and Behavior. Alfred A. Knopf, New York. 1973.

Holland, J.L. The occupations finder. Palo Alto, Calif.: Consulting Psychologists Press, 1974.

Women on Words and Images. Help wanted: Sexism in career education materials. New York: Educational Products Information Exchange, 1975.

APPENDIX A

A WILDLIFE CONSERVATION CAREER FOR YOU

61

THE WILDLIFE SOCIETY
Suite 3-176, 3900 Wisconsin Ave., N.W.
Washington, D.C. 20016

A TIME FOR DECISION!

Have you visualized a happy future for yourself in the great outdoors where you could be in the forested mountains or on the prairies, or around the lakes and streams? Or have you, perhaps, an impelling desire to be a champion for our natural resources, so abundantly bestowed upon us?

Great! More power to you, but let's get something straight—such a life is not easy. Professional work in wildlife resources conservation takes a lot of serious preparation, for it is more than just an easy job in which you expect to get paid to hunt and fish! However, your career desires can be realized if you understand the nature of wildlife work, plan your future carefully, and work steadily toward your goals.

Wildlife conservation plays an important role in the future of natural resources. It offers you an excellent opportunity for a satisfying vocation serving your fellow man, and it is accomplished by working with others to sustain productivity of our life-supporting natural resources.

In this leaflet you will find answers to many of your questions about wildlife conservation as a career for you, but first of all—

WHAT IS WILDLIFE CONSERVATION?

In its broadest terms, wildlife conservation is human effort to manipulate the natural resources of soil, water, plants and animals (including man) for the purpose of producing desired numbers of animals for the overall best interests of man, whether these interests be aesthetic, economic, commercial, or recreational. A big order, isn't it? This means fact-finding research, action management, public information, education, law enforcement—all types of work for competent professional people.

The importance of wildlife to all of us is emphasized in many ways: More than 50 million persons hunt or fish in the United States and Canada, and millions more travel both near and far to see this continent's plant and animal life. Commercial fisheries and trapping annually produce millions of dollars of income in North America. Wild animals are part of the natural heritage of all people. Some species need protection, for they have become scarce (some even extinct) because their haunts were destroyed or altered by man. On the other hand, excessive numbers of animals like blackbirds, starlings, rodents, or deer may cause economic losses to farm or forest crops, or man's property, thus making population controls necessary.

WHAT IS A WILDLIFE CONSERVATIONIST?

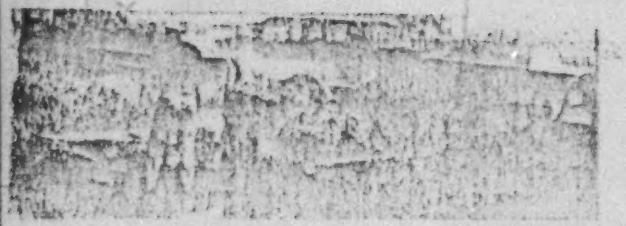
A wildlife conservationist is a well-educated person who has been trained to do work that will conserve our wildlife resources. He may formulate and apply scientifically sound solutions to wildlife problems, or he may carry out management programs, or he may enforce conservation regulations, or he may educate or inform others about wildlife conservation.

WHAT KIND OF WORK IS THERE?

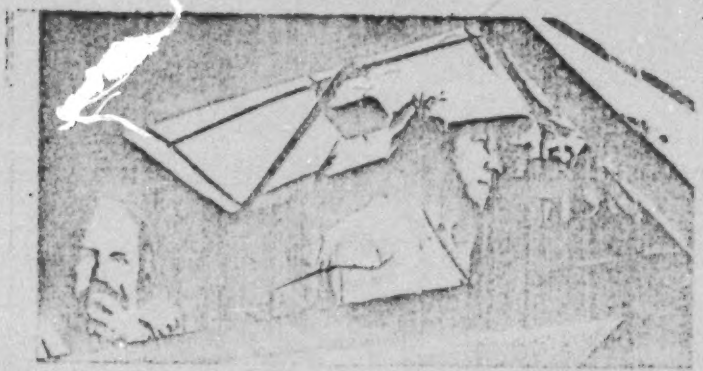
Scientific wildlife conservation is only about forty years old as a profession, but it includes a wide variety of occupations demanding workers with many skills and interests. A wide choice of careers is open to you, including those of wildlife management biologist or wildlife research biologist on land or sea, administrator, information specialist, educator, enforcement officer, consultant, planner, or naturalist. Let's look at some of these.

62

Wildlife Management: With a well-balanced technical background you may, in management, work directly with wild animals and with the manipulation of their environments, including soil, water and plants. You may become a specialist in upland game, waterfowl, big game, furbearing animals or fish. You might manage a wildlife refuge or public game area, make surveys, restore marshes, improve lakes and



Waterfowl banding drive crews.



Ready for takeoff on elk survey.

Antelope kid ready fo

streams. Later on with experience, this work could lead to broader activities at administrative levels.

Wildlife Research: Good wildlife management is based upon facts obtained by scientific research. Wildlife biologists do basic research to obtain facts in taxonomy, physiology, genetics, ecology, behavior, disease, nutrition, population dynamics, land-use changes, pollution, chemistry, and biocides. As a research scientist you must be inquisitive, have patience and persistence, and be able to collect, analyze and interpret facts with objectivity and proficiency and report them clearly.

Conservation Information: It is the responsibility of those in the information field to interpret research facts to the public so that management practices may be accepted and established. You would do this by writing articles or pamphlets, taking pictures, giving speeches, or working in radio or television. Other excellent opportunities include specialty writing for newspapers, magazines, radio and TV. There is an increasing need for new wildlife illustrative material for training and educational purposes. If you have unusual abilities in photography or art, these could be valuable in a conservation information career. For this you obviously need talent, imagination, and effective communication skills combined with a technical wildlife background and a deep understanding of people.

Conservation Education: As college and high school enrollment grows, the need for good teachers expands. Your opportunity to teach wildlife conservation would be best in the colleges, but there are many ways to work these principles into high school biology teaching. College professors in wildlife management often have an opportunity to do research along with their teaching, and, naturally, need a broad academic background in sciences, humanities, and technical subjects in the wildlife field. They especially should have an understanding of the basic, as well as practical, principles of ecology and management.

Extension work is another arm of education whereby you would offer technical assistance in wildlife-conservation

practices to an individual, industry, or citizen group. Effective extension work requires insight into human needs and psychology and ample understanding of farm, forest, urban and industrial land uses and economics in addition to practical experience in wildlife conservation. A wildlife conservationist oriented to natural history, ecology, and conservation objectives may serve the many community nature and conservation centers which are being established in metropolitan areas to interpret nature to the urban dweller.

Enforcement: Wildlife conservation also involves the enforcement of laws and regulations scientifically designed to maintain suitable wildlife populations. The modern enforcement or conservation officer is no longer just a "game warden." He may be a game manager, take censuses, control wildlife populations, or recommend seasons, and is a year-round educator as well, for he works continually with the public regarding conservation laws, principles and practices. Many employers now require that you have a Bachelor's degree to enter this field.

Recreation and Resources Planning: Recreation—particularly outdoor-oriented recreation—is rapidly becoming a primary part of our lives. The many forms of wildlife play an important part both directly to those who hunt and fish and indirectly to those who enjoy wildlife as an interesting part of the natural scene. The large land-management agencies of state, provincial, and federal governments are looking for people who can handle the challenge of a public with wheels, guns and cameras.

Efforts are now being directed toward well-balanced planning of our total environment. As a well-trained biologist you could give real leadership in environmental and resources planning.

The outdoor recreation and resources planning fields offer tremendous opportunities for wildlife biologists who have been broadly-trained through both education and experience. These opportunities would not ordinarily appeal to those oriented toward research. Public agencies, both large and small, are in urgent need of knowledgeable high-calibre assistance in these planning efforts.

WHAT EDUCATION IS NEEDED?

In General: A college education is essential to prepare yourself adequately for almost all of the occupations just described. Communication skills, particularly speaking and writing, must be a vital part of your training.

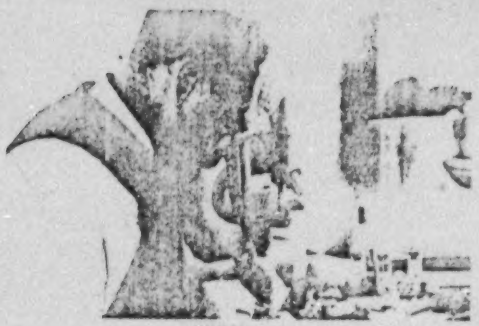
Most wildlife resource and conservation problems relate to people. Therefore, in addition to a thorough education in physical and biological sciences, you need training in such "liberal arts" subjects as English, languages, history, culture, religion, geography, statistics, and the economics of food and fiber production. You may help your college progress while still in high school by taking as much math, physics, English, chemistry and biology as possible. Also acquire group experience in committee work and meetings, and write for high school publications.

To Be Specific: The Professional Training Committee of The Wildlife Society, the professional organization in the wildlife field, has established recommended minimum required course credits which should be included in your completed Bachelors degree program. Your four-year undergraduate curriculum should contain a minimum of 30 semester hours in biological sciences including at least 6 hours in courses related to understanding or manipulation of environments, such as principles of wildlife management or wildlife biology; at least 6 hours in vertebrate biology and classification; at least 9 hours in other zoology subjects; and at least 9 hours in botany and related plant sciences. In addition, you will need a minimum of 15 semester hours in at least two sciences such as chemistry, physics, mathematics, soils, or geology.

At College: Most universities and colleges offer courses in biological sciences as a normal part of their curricula, and, since 1935, more and more have added courses in the management of wildlife resources. These schools may grant Bachelor's degrees in wildlife fields which will qualify you to start in many types of positions involving surveys, land and water management, habitat improvement work, and assistance to experienced personnel in research and many

Planning wildlife field surveys

Pheasant readied for transplanting.



Wildlife scientists solve important problems.

Wildlife artists pl

logging.

other activities. In many schools not offering a specialized wildlife curriculum, suitable groundwork for advanced training may be obtained through basic science courses like those mentioned.

Graduate work is recommended, and almost essential, if you wish to go into research or into some of the broader phases of management and administrative work or teaching. While advanced degrees do not guarantee success, your chances are at least proportional to your training. Master's and Doctor's degrees in wildlife biology may be earned in a number of universities, many of which accept students with undergraduate majors in biology. To accomplish the most good with your advanced education, it is vital that college study be tempered with practical experience. Many students acquire such experience during the summer months of both undergraduate and graduate years. Many graduate students are financed by scholarships or teaching or research fellowships, many of which may require a "B" average or better. Applications for these usually are submitted in January or February to the institution of your choice. Your high school or college counselor can give you details on other means of financial assistance.

A list of universities and colleges offering curricula in wildlife biology and management may be obtained from the Executive Director of The Wildlife Society.

WHAT ARE THE PERSONAL REQUIREMENTS?

Wildlife biology and management, while providing many opportunities for a satisfying life, also demands from you extras not required in many fields of endeavor. A mere love for the outdoors is not enough, although, depending on the job, competence in fieldcraft, hunting and fishing may be helpful. Duties of a wildlife biologist may require outdoor activity of an arduous nature, sometimes in remote areas. For those interested in research activities, a high degree of academic ability and self-discipline are needed.

You should be inclined to like and understand people, their views and prejudices, and you should have the ability to assume responsibilities and carry them out on your own. These attributes, combined with a sincere interest in science and a sensitive philosophy on the aesthetic values of resources as a whole, are also important and will be a valuable basic asset.

Physical difficulties and other conditions in the field make the employment of women impractical for many wildlife conservation jobs. Women find wildlife employment most successful in laboratory research, information, education, or interpretive positions.

WHERE MAY I WORK?

Public Agencies: The majority of wildlife-conservation positions are with the many state, provincial, and federal agencies. Such positions usually are under civil service, requiring entrance examinations and *at least* a Bachelor's degree for positions such as Wildlife Biologist, Fishery Biologist, Game Manager, Park Naturalist, Research Biologist, and Conservation Officer.

State or privincial agencies include your own departments of conservation, natural resources, fish and game, forestry, or parks and recreation. Federal agencies, include, in the United States, the Fish and Wildlife Service, Forest Service, National Park Service, Bureau of Land Management, Soil Conservation Service, Armed Forces Branches, Public Health Service, and the Bureau of Outdoor Recreation; and in Canada, the Wildlife Service, Park Service, and the Department of Fisheries.

Education: Universities and colleges offering a wildlife curriculum need personnel for their teaching staffs and research laboratories. Here you must have college training and, normally, advanced degrees plus experience. Additional conservation teaching can be done at elementary and secondary school levels while teaching biology, as well as in extension activities.

Private: You may manage your own shooting preserve, hunting club, or private fishing waters, or you may want

to be a photographer, artist, or writer specializing in this field.

Although the opportunities are still fewer than the possibilities, an increasing number of well-qualified persons who have established good reputations work for themselves as specialists or consultants in the wildlife profession. As one, you might work for a commercial forestry firm, oil company, large ranch, duck-hunting club, public utility, farm- or fish-products firm, or many others, any of whom may have need for such a specialist in their operation.

Other opportunities exist for you in private research laboratories, numerous scientifically-based foundations, museums, community nature or conservation centers, zoos, and a growing number of other private and public conservation organizations throughout the world.

WHAT ABOUT COMPENSATION?

Compensation for most wildlife workers is guided by the civil service schedules of public agencies under which the majority of positions occur. Salaries are adequate, but not high in comparison to other professional occupations, and they are not commensurate with the time and money invested. Starting positions for holders of Bachelor degrees pay between $5,500 and $8,000 a year, and the trend is up. Depending on education, ability and long experience, you may reach as high as $14,000 to $18,000 or more per year. A few positions pay to over $25,000 annually. Along with the pay in most of these positions, are the usual benefits for civil-service employees. State and provincial salaries are normally lower than in federal positions.

For those who enter and work in the wildlife conservation field with a true sense of dedication, the rewards are much more than just the salary provided by so many other jobs. A major additional compensation to dedicated workers is the personal satisfaction received, the privilege that one often has to close kinship with the outdoors, and the knowledge that he is playing a vital part in the wise custodianship of our heritage of natural resources.

APPENDIX B

Doctor-General Practitioner

A dedicated doctor is a noble human being. Would you like the outstanding compensation, the satisfactions of helping people, and the dignity and respect commanded by this profession?

Of course, to "get there", you would have several years of hard study and training, and would work long, hard, often irregular hours, (patients don't get sick on schedule), as the ward of many peoples' health.

The subject of this article is the physician, or "general practitioner" There are also 33 other recognized medical specialties, such as surgeons, internal medicine specialists, and others, all of whom are also doctors.

WHAT GENERAL PRACTITIONERS DO

About 20% of all doctors are general practitioners. These physicians diagnose, (find the cause of), diseases, illnesses and injuries, and treat people suffering from them, as you know from your own visits to their offices

Generally, a general practitioner, or "g.p.", upon diagnosing a patient's need for surgery, for example, will refer his patient to a qualified surgeon specialist, or to an "internist", (internal medicine specialist), for further examination. The g.p. refers many of his patients to appropriate specialists in this way, if his own diagnosis indicates a need for doing so.

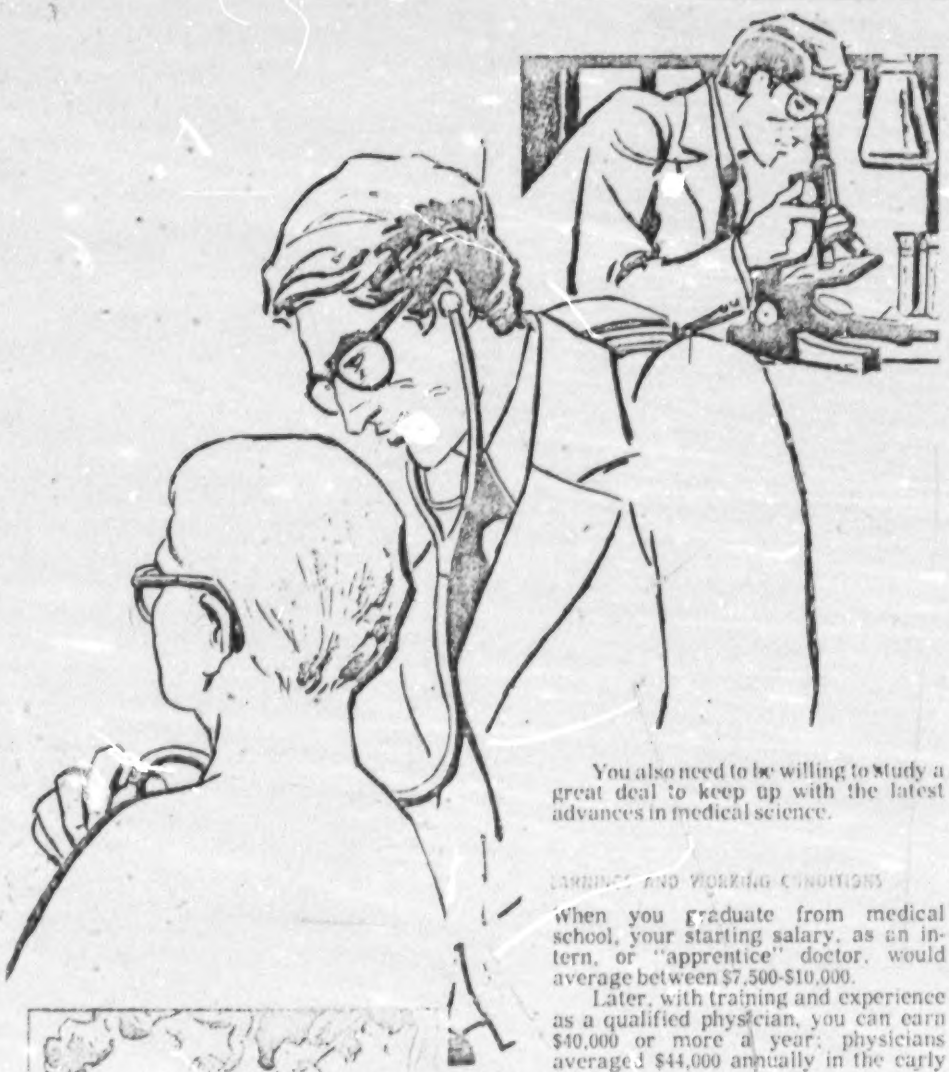
G.P.'s examine patients and treat them, if they do not require special medical help, in their own offices and in hospitals. Although the practice is lessening, they also visit patients in their own homes.

Some physicians combine their medical practice with research, or teaching in medical schools. Others are hospital administrators, while some write for medical journals.

TEMPERAMENT, INTERESTS & ABILITIES NEEDED

You need to have a deep concern for serving sick and injured people. Personal integrity is important, as well as a pleasant, sincere personality that helps gain the confidence of patients in you.

You need to be emotionally stable and able to make decisions in emergencies.



You also need to be willing to study a great deal to keep up with the latest advances in medical science.

EARNINGS AND WORKING CONDITIONS

When you graduate from medical school, your starting salary, as an intern, or "apprentice" doctor, would average between $7,500-$10,000.

Later, with training and experience as a qualified physician, you can earn $40,000 or more a year; physicians averaged $44,000 annually in the early 1970's.

In addition to the long time and great cost of your medical education and training, if you open a private office, it requires a sizeable investment to equip and staff it, and probably up to 2 years before your volume of patients will enable you to do much more than break even. However, once you are established and recognized, your earnings will increase rapidly and steadily.

Self-employed physicians usually earn more than those in salaried positions, in a hospital, for example. Specialists such as surgeons earn even more than g.p.'s.

Most specialists also work fewer hours than g.p.'s, who usually have long working days and irregular hours. As they "screen" patients for possible specialized medical problems, they bear the entire initial patient load, whereas specialists receive only those whose medical problems are directly related to each of their special skills.

You would work in clean, well lighted, attractive and air conditioned offices or hospital facilities, in most cases.

Most doctors, especially g.p.'s and surgeons, need the stamina to be able to work long hours on their feet, particularly in hospitals. You also need good vision, hand/eye coordination and superior ability to communicate.

EDUCATION & TRAINING REQUIRED

You need a license to practice medicine. In order to get it, you need to have successfully completed 3-4 years of college, where you will have taken chemistry, physics, math, biology as well as liberal arts and social science subjects.

Medical school education, following this, will be for 3-4 years, consisting of courses in anatomy, bio-chemistry, physiology and other medical-related subjects.

Internship in a hospital, usually, following your graduation from medical school, is usually for 1 year, (more for specialists).

Because of the great time and expense of this kind of medical education, financial aid, both from government and private sources, is available to those who qualify.

Your future in this field is excellent, with increasing human needs for medical attention and care, job openings created by physicians retiring or leaving their jobs for other reasons, and medical costs being increasingly absorbed by health insurance plans.

For information about this career field, write: Council on Medical Education, American Medical Association, 535 North Dearborn St., Chicago, Illinois 60610.

APPENDIX C

Are You Ready to Begin Preparing for Your Rewarding Career as a Medical Secretary?

First, consult your guidance counselor for information about the business schools in your area or write to us for a **directory of business schools.** After you have selected the schools which interest you, write to them for specific information on curriculum, tuition, enrollment policies, and dormitory facilities. All of the business schools and junior colleges of business listed in our directory invite you to visit and inspect their facilities.

UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N.W.
Washington, D. C. 20036

89

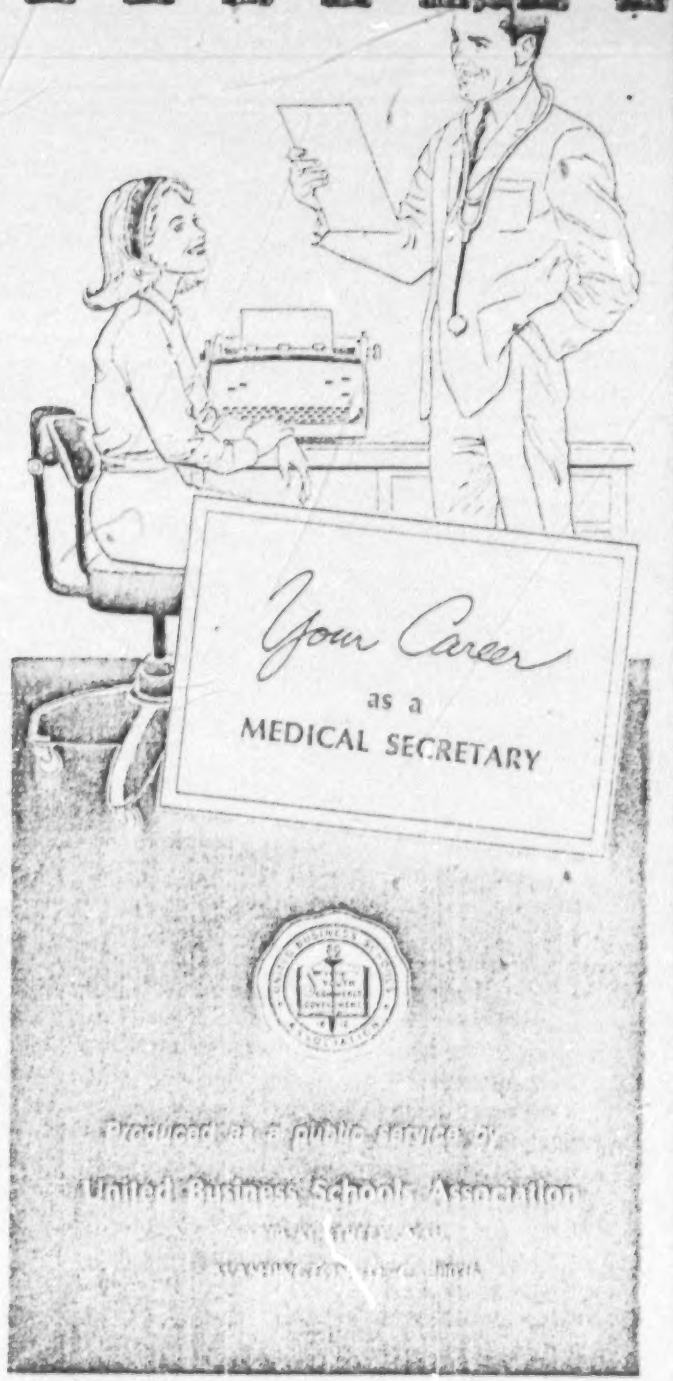
71

REMEMBER . . .

the key to success in today's business world is training. A business school may be the starting point for Your Career as a Medical Secretary.

For a directory of business schools write to:

UNITED BUSINESS SCHOOLS ASSOCIATION
1730 M Street, N.W.
Washington, D. C. 20036



72

THE MEDICAL SECRETARY . . . AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? *If so, you may be interested in a career as a medical secretary.*

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patients for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations, such as blood counts, urine analysis, and basal metabolism. *A medical secretary, sometimes called an administrative medical secretary, is a capable, efficient assistant who is able to manage the physician's office and perform simple laboratory tests, leaving the physician more time to devote to the treatment of his patients.*

WHERE DOES A MEDICAL SECRETARY WORK?

As a medical secretary, you may work in

. . . a physician's office

. . . a dentist's office

. . . a hospital

. . . a medical research center

. . . a pharmaceutical laboratory

. . . a clinic

. . . a public health facility

. . . an insurance company

. . . a medical laboratory

. . . the office of a hospital and surgical equipment supplier

. . . the medical department of a private industry

LOTS OF JOBS! GOOD SALARIES!

Medical secretaries are in great demand today and the future looks even brighter! The emphasis on preventive medicine and the expansion of Medicare means that there will be an unprecedented demand for medical secretaries. Starting salaries are good, ranging from $300 to $600 a month, depending on the locality.

HOW DO I BECOME A MEDICAL SECRETARY?

A medical secretary must be able to type, file, keep books and records, take dictation, and operate dictating and duplicating equipment. She must be familiar with medical terminology and be able to make basic laboratory tests. In addition, she has to have a basic understanding of psychology and medical ethics. Where does she learn all these skills? The best road to success is to enroll in a good business school or junior college of business.

WHAT WILL I STUDY IN A BUSINESS SCHOOL?

Although courses vary, most business schools offering medical secretarial courses give classes in typing, shorthand, accounting, filing, psychology, first aid, business law, telephone usage and techniques, anatomy and physiology, medical terminology, basic laboratory techniques, medical records and reports, medical office procedures, and personality development. Some business school courses include work experience in a hospital or doctor's office.

WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college of business

. . . has a very keen interest in each student. The success of the school depends upon the success of its graduates.

. . . is in immediate touch with the businessmen of the community and can respond to the needs of the community.

. . . has the practical atmosphere of the office, allowing the student to develop a truly functional viewpoint.

. . . helps its graduates secure jobs.

. . . hand-tailors instruction, counseling, and class sizes to provide a close student-teacher relationship.

IS STUDENT FINANCIAL AID AVAILABLE?

Educational loans for students attending accredited business schools are available under the Federal Guaranteed Loan Program. The financial aid officer at the business school of your choice can give you or your parents further details on this program of insured bank loans to students.

Other programs of financial assistance to students in business schools include:

. . . Social Security Student Dependents

. . . F. E. C. A. Student Dependents

. . . Railroad Retirement Student Dependents

. . . Student Dependency and Indemnity Compensation for Veteran's Children

. . . Civil Service Retirement Student Dependents

. . . War Orphans Educational Assistance

. . . Veterans Readjustment Benefits Act of 1966

. . . Vocational Loans to Indians

APPENDIX D

R-THEME: Extreme examples here are rugged, robust, practical, physically strong, and frequently aggressive in outlook; such people usually have good physical skills, but sometimes have trouble expressing themselves in words or in communicating their feelings to others. They like to work outdoors, and they like to work with tools, especially large, powerful machines. They prefer to deal with things rather than with ideas or with people. They generally have conventional political and economic opinions, and are usually cool to radical new ideas. They enjoy creating things with their hands and prefer occupations such as mechanic, construction work, fish and wildlife management, laboratory technician, some engineering specialties, some military jobs, agriculture, or the skilled trades. Although no single word can capture the broad meaning of the entire theme, the word *REALISTIC* has been used to characterize this pattern, thus the term *R-THEME*.

I-THEME: This theme tends to center around science and scientific activities. Extremes of this type are task-oriented; they are not particularly interested in working around other people. They enjoy solving abstract problems and have a great need to understand the physical world. They prefer to think through problems rather than act them out. Such people enjoy ambiguous challenges and do not like highly structured situations with many rules. They frequently have unconventional values and attitudes and tend to be original and creative, especially in scientific areas. They prefer occupations such as design engineer, biologist, social scientist, research laboratory worker, physicist, technical writer, or meteorologist. The word *INVESTIGATIVE* is used to summarize this pattern, thus *I-THEME*.

A-THEME: The extreme type here is artistically oriented, and likes to work in artistic settings where there are many opportunities for self-expression. Such people have little interest in problems that are highly structured or require gross physical strength, preferring those that can be dealt with through self-expression in artistic media. They resemble *I-THEME* types in preferring to work alone, but have a greater need for individualistic expression, are usually less assertive about their own opinions and capabilities, and are more sensitive and emotional. They score higher on measures of originality than any of the other types. They describe themselves as independent, original, unconventional, expressive, and tense. Vocational choices include artist, author, cartoonist, composer, singer, dramatic coach, poet, actor or actress, and symphony conductor. This is the *ARTISTIC* theme, or *A-THEME*.

S-THEME: The pure types here are sociable, responsible, humanistic, and concerned with the welfare of others. They usually express themselves well and get along well with others; they like attention and seek situations allowing them to be at or near the center of the group. They prefer to solve problems by discussions with others, or by arranging or rearranging relationships between others; they have little interest in situations requiring physical exertion or working with machinery. Such

people describe themselves as cheerful, popular, achieving, and good leaders. They prefer occupations such as school superintendent, clinical clinical psychologist, high school teacher, marriage counselor, playground director, speech therapist, or vocational counselor. This is the *SOCIAL* theme, or *S-THEME*.

E-THEME: The extreme types here have a great facility with words, which they put to effective use in selling, dominating, and leading; frequently they are in sales work. They see themselves as energetic, enthusiastic, adventurous, self-confident, and dominant, and they prefer social tasks where they can assume leadership. They enjoy persuading others to their viewpoints. They are impatient with precise work or work involving long periods of intellectual effort. They like power, status, and material wealth, and enjoy working in expensive settings. Vocational preferences include business executive, buyer, hotel manager, industrial relations consultant, political campaigner, realtor, many kinds of sales work, sports promoter, and television producer. The word *ENTERPRISING* summarizes this pattern of interests, thus *E-THEME*.

C-THEME: Extremes of this type prefer the highly ordered activities, both verbae and numerical, that characterize office work. They fit well into large organizations but do not seek leadership; they respond to power and are comfortable working in a well-established chain of command. They dislike ambiguous situations, preferring to know precisely what is expected of them. Such people describe themselves as conventional, stable, well-controlled, and dependable. They have little interest in problems requiring physical skills or intense relationships with others, and are most effective at well-defined tasks. Like the *E-THEME* type, they value material possessions and status. Vocational preferences are mostly within the business world, and include bank examiner, bank teller, bookkeeper, some accounting jobs, financial analyst, computer operator, inventory controller, tax expert, statistician, and traffic manager. Although, again, one word cannot adequately represent the entire theme, the word *CONVENTIONAL* more or less summarizes the pattern, hence *C-THEME*.

APPENDIX E

REALISTIC OCCUPATIONS (Continued)

CODE: REI (con't.)	ED
Shop/Plant Foreman (630.132)	4
Ship Pilot (197.133)	4
Trackman (869.887)	2

CODE: RES	ED
Fish and Game Warden (379.168)	5
Railroad Engineer (910.383)	4
Cattle Rancher (413.161)	4
Crater and Packer (920.884)	3
Railroad Brakeman (910.884)	3
Stock Clerk (223.387)	3
Fisherman (431.884)	2

CODE: RCI	ED
Surveyor (081.188)	5
Instrument Mechanic (710.281)	4
Motion Picture Projectionist (960.382)	4
Typewriter Repairer (633.281)	4
Carpenter (860.381)	4
Painter (House, Building, Equipment) (840.781)	3
Rodman (018.587)	3

CODE: RCS	ED
Installer Repairman (822.281)	4
Tailor (785.261)	4
Seamstress (785.381)	3
Tile Setter (861.781)	3
Blaster (859.281)	3
Bricklayer (861.381)	3
Bus Driver (913.463)	3
Cement Mason (844.884)	3
Dressmaker (785.361)	3
Furnaceman (558.782)	3
Mail Carrier (233.368)	3
Meter Reader (239.583)	3
Miner (850.781)	3
Sailor (Seaman) (911.887)	3
Plasterer (842.781)	3
Industrial Truck Operator (922.883)	2
Spinner (682.885)	2

CODE: RCE	ED
Craneman (921.883)	3
Grader (589.687)	3
Truck Driver (905.883)	3
Tractor Operator (929.883)	3
Fork Lift Operator (922.883)	2

INVESTIGATIVE OCCUPATIONS

CODE: IAS	ED
Economist (050.088)	6
Internist (Physician) (070.108)	6

CODE: IAR	ED
Anthropologist (055.088)	6
Astronomer (021.088)	6
Pathologist (070.108)*	6
Physicist (023.081)	6
Chemist (022.081)	6

CODE: ISC	ED
Production Planner (012.188)	5
Medical-Laboratory Assistant (078.381)	4
TV Repairer (720.281)	4

CODE: ISR	ED
Biologist (041.081)	6
Osteopath (071.108)	6
Chiropractor (079.108)	5
Mathematics Teacher (091.228)	5
Natural Science Teacher (091.228)	5
Optometrist (079.108)	5

CODE: ISA	ED
Physician* (070.108)	6
Psychiatrist (070.108)	6
Psychologist (045.088)	6
Medical Technologist (078.381)	5

CODE: IES	ED
Bacteriologist (041.081)	6
Physiologist (041.081)	6

CODE: IES (con't.)	ED
Pharmacist (074.181)	5
Research Analyst (011.281)	4

CODE: IEC	ED
Actuary (020.188)	5

CODE: ICR	ED
Quality Control Technician (019.281)	5
Computer Operator (213.382)	4
Equipment Repairer (620.281)	4
Research Assistant (199.384)	4

CODE: IRA	ED
Geologist (024.081)	6
Mathematician, Statistician (020.088)	6
Surgeon (070.108)	6
Meterologist (025.088)	5
Weather Observer (025.288)	5

CODE: IRS	ED
Agronomist (040.081)	6
Animal Scientist (040.081)	6
Botanist (041.081)	6
Horticulturist (040.081)	6
Natural Scientist* (023.081)	6
Oceanographer (024.081)	6
Zoologist (041.081)	6
Biochemist (041.081)	6
Engineer Aide (007.181)	5
Veterinarian (073.108)	5
Geographer (029.088)	5
X-Ray Technician (078.368)	4

*Not elsewhere classified.

INVESTIGATIVE OCCUPATIONS (Continued)

CODE: IRE	ED
Administrator, Engineer (002.061)	6
Aeronautical Engineer (002.061)	6
Chemical Engineer (008.061)	6
Dentist (072.108)	6
Electrical Engineer (003.061)	6
Metallurgical Engineer (011.061)	6
Test Engineer, Aircraft (002.061)	6
Engineer* (007.061)	6
Chemical Laboratory Technician (022.281)	5
Radio or Television Engineer (003.061)	5
Aerospace Engineering Technician	4

CODE: IRE (con't.)	ED
Electronic Technician (729.381)	4
Metallurgist, Assistant (011.281)	4

CODE: IRC	ED
Airplane Navigator (196.188)	5
Computer Programmer (020.188)	5
Tool Designer (007.061)	5
Model Maker (149.281)	5
Airplane Pilot (196.263)	5
Engineering Technician* (007.181)	5
Instrument Repairer (710.281)	4
Laboratory Technician (029.381)	4
Tester, Electronic Systems (729.381)	4
Tool Maker (601.280)	4

ARTISTIC OCCUPATIONS

CODE: ASE	ED
Drama Coach (150.028)	5
English Teacher (091.228)	5
Journalist-Reporter (132.268)	5
Drama Teacher (150.028)	5
Dancing Teacher (151.028)	5
Foreign Language Interpreter (137.268)	5

CODE: ASI	ED
Philosopher (090.228)	6
Art Teacher (149.028)	5
Literature Teacher (091.228)	5
Music Teacher (152.028)	5
Musician (152.048)	5
Orchestra Leader (152.048)	5

CODE: AES	ED
Advertising Executive (164.068)	5
Advertising Manager (164.118)	5
Entertainer (Dancer, Singer) (159.048)	5
Public Relations Person (165.068)	5
Fashion Model (297.868)	3

CODE: AIS	ED
Writer (130.088)	6
Editor (132.038)	6
Radio Program Writer (130.088)	6
Dramatist (131.088)	6
Actor-Actress (150.048)	5
Designer (142.081)	5
Interior Decorator (142.051)	5
Critic (Reviewer) (132.088)	5
Fashion Illustrator (141.081)	5
Furniture Designer (142.081)	5
Jewelry Designer (142.081)	5
Furrier (142.081)	4
Women's Garment Designer (142.081)	4

CODE: AIE	ED
Decorator (298.381)	4

CODE: AIR	ED
Architect (001.081)	6
Artist (144.051)	5
Photographer (143.062)	4
Photolithographer (972.382)	4
Photograph Retoucher (970.281)	3

SOCIAL OCCUPATIONS

CODE: SEC	ED
Director Social Service (195.118)	6
Compensation Advisor (169.118)	5
Dorm Director (045.108)	5
Employment Representative (166.268)	5
Funeral Director (187.168)	5
Interviewer (166.268)	5
Job Analyst (166.088)	5
Chamber of Commerce Executive (187.118)	5
Employee Benefits Approver (166.168)	4
Food Service Manager (319.138)	4
Bartender (312.878)	3
Host/Hostess (Hotel, Tearoom, etc.) (310.868)	3

CODE: SER	ED
Claim Adjuster (241.168)	5
Production Expediter (221.168)	5
Health & Welfare Coordinator (166.168)	4

CODE: SEI	ED
Educational Administrator (090.118)	6
Training Director (166.118)	6
Environmental Health Engineer (079.118)	5
Historian (052.088)	5
History Teacher (091.228)	5
Home Service Representative (278.258)	5

*Not elsewhere classified.

APPENDIX F

Summary Report on Final Regulations Implementing Title IX of the Higher Education Amendments of 1972*

Prepared by the Professional Relations and Legislation Division
National Association of Student Personnel Administrators

Title IX was originally introduced in 1971 as an amendment to the Civil Rights Act of 1964. After congressional debate, the law became Title IX of the Education Amendments of 1972, and was signed on June 23, 1972. Following the release of proposed regulations for Title IX by HEW, almost 10,000 comments were received, and after almost two years the final regulations were signed by the President, and submitted to Congress on June 4, 1975. Congress had 45 days to consider these regulations, with the effective date to be July 21, 1975. The House Sub-Committee on Post-Secondary Education conducted almost three weeks of hearings (including written testimony from NASPA); proposed several statutory changes; and took the position that several sections were not consistent with the original intention of the law. None of these changes were approved by the Congress, and the final regulations, as published in the June 4, 1975 Federal Register, are the effective rules for the Implementation of Title IX.

It is anticipated that when Congress resumes after Labor Day, there will be renewed efforts to make statutory changes in the law, particularly in the area of exempting revenue-producing sports. An exemption in this specific area has already received the public support of President Ford, and will be strongly opposed by many women's groups, who showed themselves to be an extremely strong lobbying force during the Congressional hearings and debate.

Highlights of Title IX

Premise of the Law. Title IX states that, "No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance..."

Institutions Affected and Exemptions 86.11-86.15. Almost every college, university, preschool, elementary and secondary school is covered by some part of the law. Specific exemptions are military schools and religious institutions to the extent that the law would be inconsistent with the religious tenets of the institution. Concerning admissions requirements, only, private undergraduate institutions and public undergraduate schools which have been traditionally and consistently single sex since their founding are exempt. Congress, through other legislation, has also specifically exempted Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, certain voluntary youth service organizations, and social fraternities and sororities at the post-secondary level.

General Procedures 86.3-98.9. Each education institution, by July 21, 1976, must evaluate its current policies and procedures to determine compliance with Title IX. It must change any procedures which do not comply, and take remedial action to correct any discrimination which has resulted. The institution must keep on file for three years a description of any procedural changes or remedial steps which have been made. An institution must designate at least one employee to coordinate its compliance with the

*45 CFR Part 86. Published in the Federal Register, June 4, 1975, pp. 44128-45.

law, and publicize that person's name, address and telephone number. An institution must also adopt and publish grievance procedures for resolving student and employee complaints alleging discrimination under Title IX. An institution must also widely publicize and disseminate statements concerning its non discrimination on the basis of sex and compliance with Title IX.

Admissions Procedures 86.15, 86.21-86.23 (See "Institutions Affected and Exemptions" above for admissions only.) The regulation specifically prohibits giving preference to one sex over another by ranking separately, applying numerical limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, or any other form of different treatment. An institution may not use any tests or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict valid success in the education program, and non-discriminatory alternatives are unavailable. The regulations also prohibit rules being applied on actual or potential parental, family, or marital status which distinguish between sexes; discrimination concerning pregnancy or related conditions; or asking about marital status. An institution can ask an applicant's sex if it is asked of all applicants and is not used to discriminate. An institution shall not recruit in a manner directed towards one sex, except as remedial action may be required.

General Coverage of Education Programs and Activities 86.31. An institution may not provide aid differently, or withhold benefit, aid or service in any way which discriminates on the basis of sex; maintain differential rules of appearance (i.e., hair length or dress codes); or apply any rule on domicile or residence, including eligibility for in-state tuition which differentiates between the sexes. An institution is prohibited from aiding or perpetuating discrimination by providing significant assistance to any agency, organization or person which discriminates on the basis of sex in providing any aid, benefit, or service to students or employees; or otherwise limit a person from enjoying any right, privilege, advantage, or opportunity.

Housing and Facilities 86.32-86.33. Institutions may provide separate housing for men and women, but the housing in general, shall be proportionate in quantity to the number of students of that sex applying for such housing, and comparable in quality and cost to the student. An institution may not have differential rules concerning occupancy by its students. Separate toilets, locker rooms, and shower facilities may be maintained, provided these facilities are comparable for both sexes.

Curriculum and Other Education Activities 86.34. Courses or other educational activities may not be provided separately on the basis of sex, nor may the institution require or refuse participation on such basis. This includes health, physical education, industrial, business, vocational, technical, home economics, music, and adult education classes. Post-secondary instutions have until July 21, 1978 to comply with this requirement as it pertains to physical education classes, only. This requirement does not prohibit separation of students by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball and any other sport, "the purpose or major activity of which involves bodily contact." Groupings of students in physical education classes by ability as assessed by objective standards is not prohibited. Choruses may be composed of one or predominately one sex based on vocal range or quality. Textbooks and curricular materials are specifically exempted from coverage in these regulations (86.42).

Counseling 86.36. An institution may not use different materials for each sex in tests or other appraisal or counseling materials, or use materials which permit or require different treatment of students by sex, except if the different materials cover the same occupations and interests areas, and are essential to eliminate sex bias. Institutions shall develop their own procedures to insure that such materials do not discriminate. If a test does result in a disproportionate number of students of one sex in a course of study or classification, it must take appropriate action to insure the disproportion is not from bias in the test. Whenever a class is found to contain a disproportionate number of students by sex, it must take appropriate action to insure that this is not the result of bias in counseling or appraisal materials, or by counselors.

Student Employment and Financial Assistance 86.37-86.38. In providing financial assistance to students, an institution, in general, may not, on the basis of sex, provide different amounts or types of assistance, limit eligibility, apply different criteria, or otherwise discriminate; assist any foundation, trust, agency, organization, or person which provides sex-biased assistance to any of the school's students or apply any rules for assistance which discriminates on the basis of marital or parental status. An institution must not employ students in any way which discriminates on the basis of sex, or assist anyone else who does. There are exceptions for single sex scholarships established by wills, trusts, and bequests, and for athletic scholarships.

Financial Assistance Limited by Sex (86.31[c], 86.38). Financial assistance limited to one sex for study abroad (i.e., Rhodes Scholarships) is not prohibited, provided the institution makes available reasonable opportunities for similar studies for members of the other sex. An institution may administer or assist in the administration of scholarships established by domestic or foreign wills, trusts, or bequests which stipulate that the awards must go to a particular sex, provided that the overall effect of sex-restricted assistance is not discriminatory. To insure this overall effect, an institution must select students for financial aid using non-discriminatory criteria, and not on the availability of sex-restrictive funds; allocate sex-restrictive assistance to students selected in this manner; and not deny a student an award because of the lack of assistance designated for a member of that person's sex.

Athletic Scholarships (86.37[c]). An institution must provide reasonable opportunities for athletic scholarships for members of each sex in proportion to the number of students of each sex participating in athletics. Separate athletic scholarships for each sex may be provided as part of separate teams to the extent that it is consistent with the section on financial assistance and the section on athletics.

Student Health Insurance Benefits and Services (86.39). Medical, hospital, accident, or life insurance benefits, services, policies or plans to students must not discriminate on the basis of sex. This does not prohibit an institution from providing benefits or services which are used disproportionately by sex. If an institution provides full coverage health service, it must provide gynecological care.

Students' Marital or Parental Status (86.40). An institution is prohibited from applying any rule concerning a student's actual or potential parental, family, or marital status which differentiates by sex. An institution may not discriminate against a student in its educational activities, because of the student's pregnancy, or any related condition, unless the student voluntarily requests to participate in a separate program or activity. An institution may require a doctor's certification concerning the student's ability to participate in the normal education program, as long as similar

certification is required of all students for other physical or emotional conditions requiring the attention of a doctor. If an institution provides a separate educational program for pregnant students, in which admittance is voluntary, the institution shall ensure that the program is comparable to that which is offered to non-pregnant students. An institution must treat pregnancy or related conditions in the same manner as any other temporary disability with respect to medical or hospital benefits. Pregnancy shall be considered a justification for a leave of absence for as long as the student's doctor considers it necessary. At the conclusion of the leave the student shall be reinstated to her former status.

Athletics (86.41). The general premise of this section is that no person shall be discriminated against, on the basis of sex, in any interscholastic, intercollegiate, club or intramural athletics offered by an institution which receives federal aid. An institution may have separate teams where selection is based on competitive skill or where the team is playing a contact sport. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, or any other sport the "purpose of (sic) major activity of which involves bodily contact." For non-contact sports, when an institution has a team in a particular sport for one sex, and not the other, and athletic opportunities for members of that sex have been limited in the past, members of the excluded sex must be allowed to try out for that team.

An institution must provide equal athletic opportunities for both sexes. In determining whether equal opportunities are available, these factors (among others) will be considered: whether the selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes; equipment and supplies; scheduling of games and practices; travel and per diem allowances; coaching and tutoring; assignments and compensation of coaches and tutors; locker rooms; practice, competition, training, housing and dining facilities; and publicity.

Equal aggregate expenditures for men and women or men's and women's teams are not required, but failure to provide necessary funds for teams for one sex may be considered in assessing equal opportunity.

By July 21, 1978, post-secondary institutions must be in compliance.

Employment (86.51-86.56). In general, this section prohibits discriminations on the basis of sex in employment, recruitment, or selection, full or part-time, for any educational program or activity operated by a recipient of Federal financial aid (except for the military and religious schools noted earlier). An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect an applicant's or employee's opportunities because of sex. An institution is prohibited from entering into contracts or relationships with employment agencies, unions, or fringe benefit organizations which directly or indirectly subject employees or students to discrimination on the basis of sex. An institution must not give preference to applicants for employment on the basis of attending a single-sex or predominately single-sex school, if the effect of such preference is discrimination on the basis of sex.

This section applies to all aspects of employment, including: recruitment and advertising; hiring, promotion, tenure, and termination; compensation; job assignments and classification; collective bargaining agreements; any forms of leave; fringe benefits; training; and employee activities.

Fringe benefit plans must either provide equal periodic benefits for each sex, or equal contributions for both sexes. Pension or retirement plans may not establish different retirement ages for each sex.

Employees' Marital or Parental Status (86.57, 86.60). An institution may not apply any policy or take any employment action which differentiates on the basis of sex for reasons of potential marital, parental, or family status. An institution may not discriminate against an employee or applicant for employment because of pregnancy or any related condition. Pregnancy or any related condition shall be treated like any other temporary disability for all job related purposes. When an institution does not have a leave policy, or where the employee is not eligible, pregnancy or any related condition shall be grounds for leave without pay, with the employee being reinstated to ther original status.

An institution may not make pre-employment inquiries as to the marital status of an applicant, including whether the applicant is "Miss or Mrs." An institution may make pre-employment inquiries as to the sex of an applicant, as long as it is done for both sexes, and not used to discriminate on the basis of sex.

Sex as a Bona-Fide Occupational Qualification (86.6 . An institution may act contrary to the section on employment if sex is considered essential to the successful operation of the employment function concerned. This action must not be based on alleged comparative employment characteristics, stereotypes, or preferences. Consideration of an employee's sex in relation to employment in a locker room or toilet facility used by one sex is not prohibited.

Enforcements (86.71). The procedures for enforcement are those applicable to Title VI of the Civil Rights Act of 1964 (45 CFR 80.6-80.11) as interim procedures. HEW has proposed new rules for consolidated enforcement of a number of related laws, including Title IX, which were published in the June 4, 1975 Federal Register (45 CFR Part 81). A 45 day comment period ended on July 21, 1975, and no date has been given for the publication of the final regulations.

Under the interim procedures, the Office for Civil Rights (OCR) will receive and investigate complaints submitted by individuals and groups, and conduct compliance reviews which OCR initiates.

As noted under "General Procedures" (p.1), remedial action should be taken, but affirmative action may be taken by an institution to overcome the effects of past discrimination.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

CALIFORNIA

- Helping Elementary Students Understand Themselves - George Hurlburt, Jr.
- Helping Elementary Students Plan for the Future - Diane McCurdy
- Evaluating the Cost Effectiveness of Programs for Improving Interpersonal Skills - Milt Wilson
- Developing Facility Maintenance Competencies for Career Resource Center Technicians - Clarence Johnson
- Developing People Relationship Competencies for Career Resource Center Technicians - Jill Paddick and Dale Dobson
- Establishing a Career Resource Center - Robert A. Wood, Niel Rogers, Cella Clinge

MARYLAND

- Building Career Information-Seeking Behaviors - Richard E. Bye
- Providing Life/Career Planning for Women and Girls - Janice M. Birk
- Utilizing Strategies for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg
- Designing Programs for Adult Guidance - Zandy Leibowitz and Nancy Schlossberg

MICHIGAN

- Using Change Agent Skills to Manage Career Guidance Program Development - Juliet V. Miller
- Using Change Agent Skills to Manage Career Guidance Program Implementation - Juliet V. Miller
- Eliminating Stereotypes of Ethnic Minorities Through Career Guidance - Lois P. Brooks
- Developing Communication Skills and Program Strategies in Career Guidance for Ethnic Minorities - Lois P. Brooks
- Imaging Futuristic Career Guidance Goals - Juliet V. Miller, Garry R. Walz, and Libby Benjamin
- Imaging Futuristic Career Guidance Programs - Juliet V. Miller, Garry R. Walz, and Libby Benjamin

MISSOURI

- Planning Pre-Employment Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Development Programs - Joyce Fielding and Marvin Fielding
- Conducting Job Placement Programs - Joyce Fielding and Marvin Fielding
- Conducting Follow-Up and Follow-Through Programs - Joyce and Marvin Fielding
- Developing Effective Public Relations - Norman C. Gysbers

AMERICAN INSTITUTES FOR RESEARCH

- Providing Career Guidance for Young Women - Pamela G. Colby
- Providing Guidance Services for Students With Physical Disabilities - Susan L. McBain
- Developing and Conducting In-Service Programs - Al Stiller
- Helping Students Explore Work and Leisure Options - Pamela G. Colby
- Helping Students Develop Career Decision Making Skills - Ellen A. Stewart
- Providing Guidance Services for the Elderly - Ellen A. Stewart